DOCUMENT RESUME

ED 081 146 EC 052 460

TITLE	Descriptions of Innovative Training Programs Directed Toward: 1. Integration of Children with Special Needs in Regular Classrooms. 2. Serving Severely Handicapped Children.
INSTITUTION	Boston Univ., Mass. New England Special Education Instructional Materials Center.
PUB DATE	73
NOTE	28p.; Presented at Conferences on: Educational Programs for Exceptional Children (Plymouth, Mass., Oct 2-4, 1972); Instructional Development and Dissemination in Teacher Education (Chicago, Ill., Jan 18-19, 1973)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Audiovisual Aids; *Exceptional Child Education; Games; Handicapped Children; *Inservice Teacher Education; *Instructional Materials; Mentally Handicapped; *Program Descriptions; *Regular Class Placement; Special Classes; Teacher Education

ABSTRACT

Presented alphabetically by state or university are approximately 35 descriptions of innovative training programs directed toward integration of children with special needs in regular classrooms, and toward severely handicapped children. Many of the training programs offered are described to be in a variety of forms, such as games; manuals with accompanying lesson plans, a film, or video and audio tapes; or kits containing video tapes, transparencies, printed materials, and a leader's guide. The following are representative of included subjects; transactional class discussions, behavioral management, prescriptive teaching, identification and development of talented potential, and development of communication skills in severely retarded infants. Sources, usually university special education departments, and addresses are given. (MC)

FILMED FROM BEST AVAILABLE COPY

ED 081146

NEW ENGLAND SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER

Descriptions of Innovative Training
Programs Directed Toward:

1. Integration of Children With Special Needs in Regular Classrooms

2. Serving Severly Handicapped Children

Presented at Conferences on:

Educational Programs for Exceptional Children
Plymouth, Mass. - October 2-4, 1972

Instructional Development and Dissemination in Teacher Education
Chicago, Ill. - January 18-19, 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EC052460

PROGRAM DESCRIPTIONS

Boston College

"Preparation of Specialists in Deaf-Blind Education"

The special project "Preparation of specialists in deaf-blind education" is a cooperative student-university-consumer project designed to prepare educators of deaf-blind children through a theory and practicum based training model which is national in scope, comprehensive in design and demanding in practice. The program output, the "specialist" will be prepared to work with any deaf-blind child in any type of educational facility in any geographical region of the United States and to affect positive changes in the deaf-blind child's ability to interact with the world in which he lives. Through intensive course work, experience in group relations and a varied practicum the student is assisted to reach the final goal: A professional expertise and understanding which enable the graduate to meet the needs of deaf-blind children with knowledge and creativity. The educators completing this project will assist program directors in schools and other settings to explore innovative and more successful ways of bringing independence to the severely handicapped child. These graduates will give teacher and child a better chance of success.

Katherine Best
Jean Mooney

Department of Special Education
Boston College
140 Commonwealth Avenue
Chestnut Hill, Massachusetts 02167
(617) 969-0100 X2375

California State Department of Education

"Development Center for Handicapped Children"

No program description available at the conference.

Jerry Peterson
Division of Special Education
California State Department of Education
Sacramento, California
(916) 445-3561

Case Western Reserve University

"Protocol Materials for Early Childhood: Staff Development"

Three general classes of protocol materials are being developed through the EPDA Program at Case Western Reserve University, all of which are used in the form of Staff Development Packages. The first, which has been field tested with over 500 early childhood teachers, paraprofessionals, and supportive personnel, consists of several workshop packages dealing with such child development concepts as Discovering, Coping, etc. Each package employs a combination of means - videotaped classroom segments, narrative, discussion materials, role playing or simulation tasks, etc., and will include a guide for its use.

The second category of materials will consist of individualized Prescriptive Teaching guides developed by EPDA participants through their intervention practicum with young inner city children identified as having special learning needs. These packages will also consist of VTR and printed materials organized and integrated for the purpose of enhancing communication of diagnostic teaching concepts to early childhood personnel.

The third category of materials relates to concepts and principles of Environmental Space Planning, and will include an entire in-service or pre-service course on designing and adapting classroom environments to optimize young children's learning. Additional protocol materials products include a collection of video tape recordings depicting various types of other materials. All of these are applicable in staff development workshops or courses, pre-service training courses, or by individuals on a self-directed basis.

Philip L. Safford
Gerald M. Jorgensen
Department of Education
Case Western Reserve University
Cleveland, Ohio 44106
(216) 368-2203

Educational Improvement Center, New Jersey

Film: A Young Child Is. . . An Exploration in Early Childhood Learning

16 mm, color, sound, 27 minutes. In A Young Child Is . . ., a film commissioned by Project Quest, the New Jersey EPDA project in Early Childhood/Special Education, we see

- A 13 month-old casually run a scientific experiment
- An 18 month-old prove that the concept of "attention span" has nothing to do with children
- A 2 year-old learning to ice skate without being "taught"

In the course of this film, we see seven children, from three months to four years old, who are actively engaged in the business of learning. Their experiences powerfully demonstrate that learning doesn't begin in the classroom. The film offers viewers insight into how they might foster, rather than interrupt, the on-going process of learning.

"If you're trying to take the steps to make schools fit children, instead of making children fit schools, A Young Child Is. . . helps to show the way."

Michael J. Blim
Educational Improvement Center
P.O. Box 426
Pitman, New Jersey 08071
(609) 589-3410

Educational Service Center, Austin (See also listing under Texas).

"Shift of Emphasis Project"

The Shift of Emphasis Project is a special project designed to prepare regular classroom teachers, special education teachers, and school administrators to "mainstream" education for the handicapped student. The three five-year project goals are:

1. develop innovative programs for handicapped children in the regular classroom
2. prepare educational teams to implement programs for handicapped children--with the emphasis being on the regular classroom
3. develop training program models for preparing teachers and administrators to teach the handicapped in the regular classroom

This program may be of particular interest in Massachusetts as it is directly related to the process of shifting into the new Texas legislation.

Emphasis is on conducting short-term institutes for school administrators on educating the handicapped in regular classes.

Presenters: Donroy Hafner
Violet Beaty

Region XIII Education Service Center
6504 Tracor Lane
Austin, Texas 78721
(512) 962-8080

Florida State University

"Clinical Teacher Model for Interrelated Areas of Special Education"

The establishment and evaluation of a Clinical Teacher Model at Florida State University is supported by the USOE, Bureau of Education for the Handicapped, Division of Training Programs, as a Special Projects, Prototype, under provisions of P.L. 91-230. The goal of the interdisciplinary development and research activity is the preparation of a generic special education teacher for mildly handicapped children (educable mentally retarded, learning disabilities, and emotionally disturbed).

Linking the heritage of the field with the potential of contemporary instructional systems and technology provides the opportunity for designing, testing, and documenting the effectiveness and efficiency of proposed changes in teacher education. The Model offers a performance-based, criterion-referenced, multimedia, computer-managed, individualized and personalized instructional modules.

Field testing of the prototype curricula in special education learning resource centers in north Florida and south Georgia will document that explicit clinical teaching competencies (observation, diagnosis, intervention and evaluation) can produce the pupil behaviors (academic and social) for succeeding in the mainstream of public school education.

Presenters: Louis Schwartz
Andrew Oseroff

Educational Research Institute
W. H. Johnston Building Room 218
Florida State University
Tallahassee, Florida 32306
(904) 222-7313

Houston Independent School District, Teacher Development Center

"Implementation of the Houston Plan: Returning Regular Classroom Teachers to Work with Handicapped Children Within the Regular Classroom Setting"

A core of master teachers presently are being trained in three demonstration training centers. These Teacher Development Centers (TDC) are in process of developing operational designs which will demonstrate the efficacy of programming for the handicapped in the regular program through the individualization of the instructional process and the utilization of TDCs differentiated staffing concepts for special education support personnel.

Regular classroom teachers, special education teachers, parents and leadership personnel will be presented with human, technical, and conceptual skills and strategies necessary for integrating and maintaining handicapped children in the regular classroom. The acquisition of these teaching skills and strategies will be facilitated by the opportunities to observe classroom models, rehearse teaching skills during simulation exercises and receive immediate feedback concerning approximations to training objectives afforded by the TDC's modular curriculum.

During the next four years, teams from each of the 170 elementary and 70 secondary schools in the Houston Independent School District (HISD) will rotate through the training center for two, five working-day intervals. By the end of the 1972-73 academic year, six (6) regular classroom teachers in 85 schools and 305 special education teachers will be providing their school faculties with instructional models necessary for the success of the handicapped child in the mainstream of Houston's education programs.

This five-year project is insured of institutional impact by intervening in the daily life of each of Houston's 11,000 classrooms, and by the re-organization and training of 310 special service personnel. In addition, the project has hosted meetings with Dr. Emmett Smith and the Texas Educational Renewal Center (TERC) to find avenues of cooperation which will guarantee the Teacher Development Center's growth as a high impact project autonomous of Texas Educational Renewal Center's developmental efforts.

Charles Meisgeier
Barry Dollar
Patrick Teicher

Teacher Development Center
Human Resources Development and Educational Renewal
Houston Independent School District
3830 Richmond Avenue
Houston, Texas 77027
(713) 623-5131

Indiana University: Center for Innovation in Teaching the Handicapped

A-Observation System Training Packages

Indiana Behavior Management System II

Contents: training manual, training booklet, coding booklets, video and audio tapes.

A multi-media programmed coder training package for the Indiana Behavior Mangement System (IBMS). Aims at training reliable coders on a 17 category classroom observation system. IBMS focuses on pupil's off-task behaviors and teachers' management strategies in response to pupil behaviors. The trainers' package was developed for Project PRIME (Programmed Reentry into Mainstream Education), sponsored by the BEH Intramural Research Program. The program may be used or adapted for classroom observation training for instructional, supervisory, or research purposes.

Individual Cognitive Demand Schedule

Contents: training manual, training booklet, coding booklets, video and audio tapes.

A multi-media programmed coder training package on the Individual Cognitive Demand Schedule (ICDS). The 17-category classroom observation system focuses on teacher questioning behaviors, classifying teacher questions into different categories of low and high level demands, and also categorizes several types of teacher feedback statements. The training program aims at developing high coder reliability through a programmed manual, simulated training tasks, feedback, and criterion testing. The training package was developed for Project PRIME (Programmed Reentry into Mainstream Education), a research project sponsored by the BEH Intramural Research Program.

Indiana Pupil Participation Schedule

A multi-media programmed training package for the Indiana Pupil Participation Schedule (IPPS) which aims at training reliable coders on a 7 category classroom observation system. IPPS focuses on the nature and number of interchanges between teacher and pupils. The trainers' package was developed for Project PRIME (Programmed Reentry into Mainstream Education), sponsored by the BEH Intramural Research Program.

B-Computer Assisted Teacher Training System (CATTS)

The goal for CATTS (Computer Assisted Teacher Training System) is to develop a versatile and economical computer-based teacher training system with the capability of providing immediate analysis and feedback of data relevant to teacher-pupil transactions in a classroom setting. This is accomplished through the interfacing of a small process control digital computer (PDP-12) and outside support hardware, both commercially purchased and protocol equipment produced at CITH. The basic principle is that the computer collects, controls, condenses, and analyzes in real-time, observation data collected from classrooms. Simultaneously, selected variables are displayed on a Cathode-Ray Tube (CRT) for instantaneous feedback to the instructor in the classroom so as to allow the instructor opportunity to alter teaching behavior according to the interpretation of feedback.

C-T.A.L.K. Program

A program in language development, Teaching the American Language to Kids (T.A.L.K.) includes manuals, lesson plans, and a film.

D-A Simulation Program for Training Teachers in Behavior Management

The program optimizes the development of increasing levels of competence in behavior management. Role-playing modules, monitored by audio tapes, an instructor's manual, and a training manual are structured to provide three different but related sets of experiences: (a) sensitivity and awareness; (b) skill development; and (c) integration-evaluation.

E-Games

Anticipation Games

Because the pre-service teacher has little or no chance to practice anticipatory skills in a real classroom, CITH has developed a series of games which allow the player to become a participatory observer in an interactional setting. These games require players to anticipate repeatedly the responses of different types of children to a variety of tasks, then provide immediate feedback based on empirical data.

Naked Monsters

The primary purpose of the simulation game of Naked Monsters is to teach teacher trainees the skills of teaching concepts. The monsters depicted in the game enable creation of concepts at the elementary school level. Because of the innovative subject matter, all players enter at the same level. No teacher is an expert on any of these concepts. The game introduces the players to systematic skills of analyzing teaching and testing concepts and gives them opportunities to use these skills as game strategy.

The GAMEgame

GAMEgame is a simulation game to teach teacher trainees the skills of designing instructional games, evaluating available games, adapting games to suit local needs, and using games effectively in the classroom. Players are divided into teams in this game, and each team is given a "grant" to work with. Team members enroll in mini-courses on game design, receive consultative help and resource materials (for a charge), construct their own games, and test them on real or simulated subjects. In the final phase of GAMEgame, all players cooperatively evaluate the games designed by different teams determine the winner, and debrief themselves.

Indicator Hunt Game

Most goals in special education are effective; the usual techniques for specifying behavioral objectives are not appropriate for them. INDICATOR HUNT GAME

introduces to the teacher a new technique for analyzing broad goals into behavioral indicators. Players begin with a statement of goal (e.g., "Children should have pride in their work.") and make individual lists of behavioral indicators. Then they repeatedly rank all indicators from the most widely acceptable to the least. The scoring system of the game enables players to determine the preferred rank through the degree of consensus among them and to identify the winning player with the most relevant indicators.

Display Materials - Indiana University:

Transactional Class Discussion Training Materials.

The materials include a game, a teacher's manual, and a pupil's manual which are designed to help teachers and children understand and conduct transactional class discussions.

Minilessons for the Development of Teaching Skills: I. "Rebus" Lesson

A set of materials for teaching elementary age children a 70 symbol vocabulary in "rebus", this kit consists of flash cards, a story in rebus, an achievement test, and a trainee's manual. It provides self-contained content for a 40-minute lesson that is novel, easy to learn, and of high interest value to children. It was designed for use in microteaching and similar training situations.

Training Tape and Manual: "Individual Differences in the (EMR) Classroom"

This 34-minute video tape is designed to sensitize pre-service teachers to the typical variability between EMR children in cognitive functioning and to the variability within a child with special abilities. Children from special classes are shown performing on a variety of cognitive tasks. The manual contains samples of the children's drawings and written work.

A through E were presented by Meredith Adler and Associates.

Further information may be obtained from:

Melvyn Semmel
S. Thiagarajan
Center for Innovation in Teaching the Handicapped
School of Education
Indiana University
2853 East Tenth Street
Bloomington, Indiana
(812) 337-5847

G-Protocol Materials

These are protocol materials at the elementary level, concentrating on classroom interactions. They include films on developing concepts to be used in interpreting behavior.

Indiana University
David Cliesman
National Center for the Development of
Training Materials in Teacher Education
School of Education
Bloomington, Indiana
(812) 337-6620

Institute for Independent Educational Research, San Raphael

"Project Catalyst"

Project emphasis is on training building principals to manage special education programs with the services of a management staff development expert.

Ten elementary school principals from various districts in the San Francisco Bay Area formed a consortium to promote growth among themselves and their faculties related to individualizing instruction for marginally handicapped pupils in regular classrooms. Principals met periodically with one another (and consultants) for their own growth. Principals facilitated exchange of ideas and support among teachers within and across their schools.

End of first-year data indicates that these principals, using available resources achieved notable success even earlier than had been anticipated. For example, reading achievement rates increased sharply for pupils (as a group) who had scored in the lowest quartile at the beginning of the year.

This session was especially recommended (by the presenters) for state department of education leaders.

Victor Lobree
Joseph Wardlaw
Al Brokes
Keith Beery

Institute for Independent Educational Research
2400 Las Gallinas Avenue
San Rafael, California 94903
(415) 479-1441

Julia Ann Singer Psychiatric Center

"A Program for Teachers', Paraprofessionals' and Parents' Involvement in a Short Term Pre-School Psychiatric Center"

The basic concept and purpose of the Julia Ann Singer programs is to provide the entire family with the help necessary to enable the family members to deal with their problems more adequately. The service rendered is not only the treatment of the present difficulty, but hopefully also the prevention of serious future problems. Each family becomes the focus of an educational-therapeutic program carefully designed for the particular problems presented. The goal is not the immediate elimination of symptoms, but to help the family modify the perpetuating causes. Making allies of parents and maintaining the child in as "normal" a setting as possible are the objectives of the short term treatment modalities. Each individual modality used during the brief 3 to 6 month

can go on to provide the major teaching and therapy for the child. Our staff role is one which, in as brief a period of time as possible, we introduce something new into the child's life; to best understand his needs so that we can better give others the techniques and tools for providing roles within the child's natural home and community. We present a multi-faceted program directed away from the more traditional approaches toward an emphasis on community psychiatry orientation, including: training of para-professionals and volunteers; dissemination of techniques into the larger community; consultative services to those who work directly with children; a home visit program; a liaison counselor program to help children in the transition phase from our setting into the regular school community. Our training programs focus on parents, volunteers, paraprofessionals, and teachers from the regular community school systems, both public and private. The major objective at JAS is in the development of student teachers, paraprofessionals and parents to work with profoundly disturbed preschool children, including autistic children. Training in the whole concept of parents as staff partners, we feel, is an essential ingredient in the total training of such personnel.

Earle F. Jones
Jessica Tachibana
Aida Rodriguez

Julia Ann Singer Preschool Psychiatric Center (JAS)
4734 Fountain Avenue
Los Angeles, California 90029
(213) 662-2118

Maryland State Department of Education

"A Design for a Continuum of Special Education Services and Training Models"

The Maryland "Design for a Continuum of Special Education Services" (Continuum) offers the state an organizational schema for serving increased numbers of children with handicapping conditions. The entire concept of the Continuum is based on: (1) providing more adequate services to a greater number of handicapped children; (2) increasing the number of children maintained in the mainstream of education; (3) decreasing the number of children relegated to self-contained classes; and, (4) preventing serious learning problems through early identification and remediation. Implementation of a master phase of the Continuum, the training of regular classroom teachers, ancillary personnel and parents, has been accomplished by a two-year EPDA pilot project. The project has focused on increasing the competencies of teachers, ancillary personnel and parents in working with handicapped children. Expansion of specific training aspects of the Continuum and EPDA project will be effected through an instructional television (ITV) project which will offer introductory preparation and management of children (K-3) with mild to moderate learning problems.

Lucy Anne Hession
Stanley Mopsik
Roger Meehan

Special Education Division
Maryland State Department of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210
(612) 374-5560

Minneapolis Public Schools/University of Minnesota

"Cooperative Resource Center"

The Harrison-University Cooperative Resource Center was established as a joint effort of the University of Minnesota Department of Special Education and the Minneapolis Public Schools. The center is located in a Minneapolis elementary school and serves two major purposes.

The first purpose is the development of an effective model for the delivery of special education services to EMR children who are placed in regular classes. The Harrison Center serves as the prototype resource model for elementary schools throughout the City.

With the occurrence of such changes in service delivery for EMR children within local school programs, concomitant changes in teacher training are necessary. The Harrison Center also serves as a University practicum station for prospective special education teachers. The student teaching experience is based on the prescriptive teaching model and includes techniques for diagnosis, evaluation, consultation, and remedial instruction.

Rita Grismer
Richard Johnson

Special Education Resource Center
Harrison School
1500 4th Avenue North
Minneapolis, Minnesota 55405
(612) 374-5560

Norfolk State College, Norfolk, Virginia

"Materials for Instruction of Children and Adults"

There are two major facets of this program: The Professional Instruction Program, and the Parent Education Program.

The goals of the general program may be listed as: to continue to develop approaches to the training of pre-service or the re-education of experienced teachers so as to enable them to deal more effectively with children with learning problems in the regular classroom; to work with heads of the elementary education department and others concerned in effecting change in both elementary and special training programs; to provide, improve and enrich educational experiences for children with learning problems in the regular classroom by training regular classroom personnel in procedures for individualization of instruction; to aid teachers and administrators in acquiring information about the research process, practices, and functions of the field of Special Education; to aid parents in developing the ability to solve family living and social problems which affect the learning process of young children.

The primary purpose of the Professional Instructional Program (PIP) is to train regular classroom teachers to meet the special needs of pupils with

learning problems.

The teachers were guided in writing behavioral objectives; assessing teacher-pupil interaction in the classroom (using the Flanders Interaction Analysis Scale), thus enhancing the pupils' and teachers' self concepts.

The curriculum also included emphasis on improving competencies in teaching basic skills in the areas of reading and mathematics. The case study project which was initiated last year with prescriptive teaching as a main focus on helping the children.

The total of forty-three persons participated in this project which represented three school systems in the tidewater area of Virginia Beach, Chesapeake, and Norfolk City School Systems.

The purposes of the Parent Education Program were to increase their skills in managing their homes, to stretch the family income, to enhance their understanding of the school and its problems. Parents who have been involved in the project for the past two years are being helped to become employable as paraprofessionals in the schools and as community workers.

Helen Beasant
Annabell Scarbrough
Adeline Lassiter

Department of Special Education
Norfolk State College
2401 Corprew Avenue
Norfolk, Virginia 23504
(703) 627-4371 X311

Ohio State University

"Preparing Psychological Consultants to the Schools"

(1) A competency Based Model for School Psychology, and (2) Confrontation Simulation Activities

Charles Huelsman
Ann Engin
Henry Angelino

Faculty for Exceptional Children
Ohio State University
1945 N. High Street
Columbus, Ohio 43210
(614) 422-8589

Ohio State Department of Education

"Ohio Early Childhood Education Project"

The Ohio Early Childhood Education Project has helped to develop a network of projects which have potential for offering comprehensive services to children and at the same time providing a practicum experience for preservice and experienced teachers.

A) Public school program for 2-5 year old children and their parents (funded Title III)

B) Public school program for children 3 and 4 years of age and their parents implementing strategies developed by the Appalachian Education Laboratory (i.e., T.V. delivery system, home visitation and group experience) - funded through the Appalachian Regional Commission

C) Early Childhood Education/Special Education program developed at Ohio University; a program for regular classroom teachers conducted by the Department of Special Education

D) Potential for a comprehensive child development center

Eugene Wenger
Ohio Department of Education
Room 606
65 South Front Street
Columbus, Ohio 43215
(614) 469-5424

Olathe Unified School District

"Prescriptive Materials Laboratory Development"

The Olathe Project "Prescriptive Materials Laboratory Development" is designed to present a model and procedure for the utilization of instructional material to meet the needs of the individual learner.

During fiscal '72 and'73, the project will have trained some 300 participants in the Prescriptive Process through a series of workshops. These workshops ranged in duration from two days to three weeks and provided instruction in the areas of: characteristics of learning disabilities, specific diagnosis through psychoeducational testing, development of educational prescription and programming, behavior modification techniques, demonstration of educational material, task analysis and organization of prescriptive materials laboratories.

As a result of these workshops the project currently is developing multi-media training packages designed to train teachers to individually prescribe instructional programs for children. Instruction in the Prescriptive Process via multi-media training packages will be presented in five major packages. Among them: Analysis of the Learner, Analysis of Instructional Variables, Developing and Writing Instructional Prescriptions, Implementation of Individual Prescriptive Educational Programs and the Evaluation of the Individually Developed Prescription. Each package will be composed of a series of mini packages. These packages will be self-instructing with simulated learning experiences incorporating multi-media technology.

Dolph Welch
Comprehensive Special Services Cooperative
1005 Pitt Street
Box 2000
Olathe, Kansas 66061
(913) 782-0584

Pennsylvania State University

A-"Mobile Inservice Training to Recognize Children's Handicapping Conditions for Teachers in Regular Classrooms"

For the past two years, Penn State University has operated a mobile computer-based program of instruction designed for teachers and administrators of typical classrooms. A computer-mediated course of instruction, called CARE 1, was developed by the faculty and focussed on teaching educators to recognize children's handicapping conditions. The CARE 1 course carries three graduate level credits and has been completed by more than 2000 teachers and other educators at a variety of locations in the nation.

Although originally designed for service in rural or sparsely populated areas, the mobile delivery system is proven itself to be adaptable in large cities where travel is heavily constrained by traffic. Presently the mobile van is located in Houston, Texas where the CARE 1 course is part of the implementation of the Houston Plan to individualize instruction in the nation's sixth largest school district. Future sites during 1973 are scheduled for Bloomington, Indiana; Atlanta, Georgia; Carbondale, Illinois; Urbana, Illinois; and DeKalb, Illinois.

The two major features of the program are the self-contained, individualized nature of the instruction and the broad flexibility and convenience of the instruction for teachers who can fit courses in around the demands of their jobs and personal commitments. Data on course evaluation will be presented.

B-"The Care Series: Computer Assisted Instruction Courses in Special Education for General Educators"

Since January 1971 the Pennsylvania State University has offered a college course titled "Early Identification of Handicapped Children". The course has been made available to educators in several parts of the nation by means of Penn State's Mobile Computer Assisted Instruction Laboratory. The purpose of this session was to describe the content of the Early Identification course as well as several other courses which are complete or in the development stages. The courses include:

CARE 1: Early Identification of Handicapped Children

CARE 2: Diagnostic Teaching of Preschool Children

CARE 3: Diagnostic Teaching of Primary Children

CARE 4: Education of the Visually Handicapped

CARE 5: Education of the Hearing Handicapped

CARE 6: Teaching Severely Retarded Children

G. Philip Cartwright
Keith A. Hall
Harold Mitzel
College of Education
277 Chambers Building
Pennsylvania State University
University Park, Pennsylvania 16802
(814) 865-2525

Project High/Scope: High/Scope Educational Research Foundation, Ypsylanti

"Model Preschool Curriculum"

Disseminating a model preschool curriculum: The High/Scope Education Research Foundation Cognitive Preschool Program based on the Open Framework concept. Training materials include books and films. .

Bernard Banet
Carole Thompson
High/Scope Educational Research Foundation
125 North Huron Street
Ypsilanti, Michigan 48197

Texas Education Service Center, Region XIII

"Shift of Emphasis Project Training Model"

(See also listing under Educational Service Center)

The presentation will include description of three training models developed by Shift of Emphasis Project Staff. The training models are:

1. Principal Training Program

   This program is in kit form including video tapes, transparencies, printed materials, and an extensive leader's guide.

2. Regular Elementary Teacher Training Model

   Materials describe suggested activities, time needed, and training strategy utilized.

3. Special Education Teacher Training Model

   Descriptive materials similar to 2.

Materials include descriptions of training models and training materials. This presentation was thought to be most appropriate to those looking for non-college training experiences for their teachers.

Joe Parks
Donrey Hafner
Education Service Center, Region XIII
6504 Tracor Lane
Austin, Texas 78721
(512) 926-8080

Texas Education Service Center, Region XIX

"Special Education for Regular Classroom Teachers"

This presentation included a slide presentation of teacher-made materials; the presentation is twenty minutes in length. A teacher, one of the EPDA participants, narrates and describes the materials, using children to illustrate the practicality of materials. A book illustrative of teacher-made materials to be used with children with learning problems (k thru 8) was also presented.

R. Jerry Barber
Education Service Center, Region XIX
P.O. Box 10716
El Paso, Texas 79997
(915) 772-5294

University Council for Educational Administration

"The Administration of Special Education: The Monroe City Simulation Project (SEASIM)"

During the past three years the General Special Education Administration Consortium (GSEAC-31 universities concerned with the training of educational leaders) in conjunction with the University Council for Educational Administration (UCEA) has developed simulation materials to enable educational leaders to experience and confront many of the problems that they encounter or will encounter in their school environments.

Participants in workshops are provided an opportunity to assume a leadership role and to deal with the myriad problems presented through this multi-media training package of films, filmstrips, audiotapes, in-basket decision problems, and other instructional media.

James Yates
Michael Martin
UCEA
29 West Woodruff Avenue
Columbus, Ohio 43210

University of Connecticut

A-"Decisions Systems Films for Regular and Special Educators for Accommodating Children in Regular Classrooms."

These materials were developed for the training of regular educators/ special educacors regarding handicapped children. Materials include presentation on films and manuals, relative to placement and related issues. These materials are useful in training administrators and teachers by presenting vivid "situational" samples of issues encountered in providing full educational opportunities for exceptional children in mainstream settings.

Jack Cawley
A. J. Pappanikou
William Korba
Department of Educational Psychology
School of Education
University of Connecticut
Storrs, Connecticut 06268
(213) 486-4826

B-"The Identification and Development of Talent Potential"

This presentation dealt with two products that were developed by participants in the Teaching the Talented Program at the University of Connecticut. An instrument was developed as an alternative for supplementary means for the identification of exceptional achievement potential and motivation among ethnic minorities. A comprehensive review of educational and psychological studies was conducted in order to identify characteristics of high potential. A broad range of indicators of future performance were explored including previous experiences, attitudes, value preferences, and sources of derived satisfaction and dissatisfaction. Following this compilation of variables a measuring instrument was constructed and investigated through the use of item analysis and factor analytic techniques. Experimental groups included minority group students who were completing their senior year of high school and students who were enrolled in pre-college summer programs for special admission students. Results will be discussed in terms of items which discriminated between high and low potential students.

A course of study developed for senior high school students entitled, "Black-White Literary Relations Thematic Parallels". This course of study was designed to help students become aware of the excellent contributions Black writers have made to American literature, and to dispell any negative beliefs that students may have about Black people as portrayed in many writings found in American literature. A brief description of each unit was presented as well as a video tape sequence of the course of study being used with a group of inner city high school youngsters. Procedures used to field-test and evaluate the effectiveness of the material were discussed.

Joseph Renzulli
School of Education
Box U-64
University of Connecticut
Storrs, Connecticut 06268
(203) 429-3311

University of Maine at Farmington

"Two Year Program for the Preparation of Teachers of the Trainable Mentally Retarded Leading to State Certification and the Degree 'Associate in Teaching the Trainable Mentally Retarded'"

This program is in process of development of a two-year training program, within the context of developing new state legislation and certification requirements. Its objectives are stated as:

1. To upgrade the quality of instruction provided for trainable mentally retarded (TMR) persons in the State of Maine.

2. To offer a sequential, coordinated program of instruction to persons interested in teaching the TMR.

3. To provide a program of instruction which will meet state certification requirements for the teachers of the TMR.

4. To provide leadership in the development of guidelines for state certification requirements.

5. To offer two-year professional programs to individuals who otherwise could not afford the financial burden of remaining in a four-year academic program.

Peter Doran
Rosa Fearon
Department of Special Education
University of Maine at Farmington
86 Main Street
Farmington, Maine 04930
(207) 778-3501

University of Miami

A-"Training Regular Teachers in Learning Disabilities"

The philosophy of the program is one which includes a much broader definition of learning disabilities than those that limit the category to children with known cerebral dysfunction. There is a great need for both special education and regular teachers who will identify "high risk" children early, especially in the kindergarten through third grade categories and impose those techniques which will lead to or facilitate more efficient learning. Special education and regular teachers in this program will in effect do a great deal of prevention, especially where faulty learning habits have been established because of perceptual, motor, or language deficits.

Older children exhibiting mild to severe disabilities who remain in regular classes, who qualify for special education classes or who do not have such classes available, will also stand to benefit from a teacher trained in

this type of program. This program is designed to train teachers to function in different roles as well as settings to include the following:

1. Generalists: regular teachers who become "transition teachers" or "developmental primary teachers" and meet the needs of children with mild to moderate learning disorders in the regular classes.

2. Resource teachers: who may work in different settings with regular and special education teachers to meet the learning needs of children.

3. Specialists: to teach children with severe learning disabilities in self-contained classrooms.

B-"A Learning Problems Approach to Teacher Education"

An educational training package containing three separate but interdependent segments, a twenty-three minute 16 mm color film, "Thing About What", a slide presentation, and a presentation manual, developed as a part of the Institute Phase of the Academic Year 1971-1972, has been completed and will be disseminated. The training module that this film and slide presentation represent is designed to create both an awareness of and a desire for additional knowledge that will lead to the improvement of present day educational programming for learning handicapped children within the mainstream.

The philosophy of this training module in learning disabilities is one that includes a broader scope of concern in terms of looking at children with learning problems than those programs that limit the category to children with known cerebral dysfunction. There is a great need for teachers who will identify "high risk" children early, especially in the primary grades, and utilize those techniques that will facilitate more efficient learning.

Regular and special education teachers with appropriate training can, in effect, do a great deal of intervention at all grade levels especially where faulty learning habits have been established because of perceptual motor, or language deficits.

Training Goals of the Film:

1. To develop an awareness in the viewer of different learning styles of children with special attention given to the learning disabled child.

2. To make the viewer aware of the need for improved training of those responsible for the education of children with learning difficulties, to include teachers, administrators, as well as paraprofessionals.

3. To make the viewer aware of the need for different programs and facilities for children with learning problems.

4. To illustrate the need for a community effort in terms of meeting the needs of learning handicapped children.

Contents of Educational Package:

The educational package contains three separate but interdependent segments:

1. Film, "Think About What"

2. Slide presentation

3. Presentation manual

Each of the above has a specific purpose and yet is supplemental to the other parts. The manual is an outline and can be used as a script that will aid the program leaders in describing the sequence of activities to the audience. The presenter is encouraged to duplicate the glossary prior to the presentation of the program and disseminate same to the audience at the conclusion of the film.

The Film:

The film is designed to make individuals aware of the need to do more for children with learning difficulties by using up-to-date educational technology.

The film illustrates in a practical sense why children with learning problems fail in school. Children who have been traditionally labeled handicapped fail for a variety of reasons. One of the aims is to indicate to educators and others that the learning environment can be modified to include viable alternatives and different methodologies. It illustrates how the teacher can modify the physical setting as necessary so that the handicapped learner can function in the mainstream rather than on the periphery of our educational system.

While the film is geared more toward teachers, others who might find it of interest include:

1. Public school personnel (administrators and paraprofessionals)
2. Teacher trainers in higher education
3. Professionals not directly involved in education such as physicians and social workers.
4. Parents and other concerned citizens

Slide Presentations:

The slide presentation is intended to further explain and delineate the training design in terms of specific learning correlates that relate to strengths and weaknesses in the learning patterns of children.

Philip Mann
Rose McClung
Department of Special Education
Box 8065
University of Miami
Coral Gables, Florida 33124
(305) 284-3394

University of Michigan

"Urban Program in Education"

A panel presented the practical aspects of the Urban Program in Education. Participants were from all areas--staff, principals, teachers, community, Detroit Public Schools, University of Michigan and Careerists.

The Urban Program in Education, based in the University of Michigan School of Education, has been funded under EPDA (Education Professions Development Act.). The original objectives, based on the teacher shortage and the underrepresentation of community participants at the professional level in lower socio-economic areas, were:

to create a series of integrated and sequential training experiences, a career opportunity ladder, for educational people ranging from teacher aids to the doctoral, leadership level;

to develop curricula for trainees in each component which provide for self-initiated learning, allow for an intense quality of personnel involvement on the part of the learner, affect the learner's behavior and attitudes and place the focus for evaluation within the learner;

to involve concerned publics - the school communities, the schools, and the University - in a tripartite, policy decision-making process in the local schools and in the Urban Program in Education;

to provide on-site training for educational people in inner-city schools;

to help teachers and schools accommodate a wider range of emotional, social and learning problems within the context of the regular school program; and

to establish a community based workshop and laboratory to identify, test out, and demonstrate new learning and teaching methods.

The seven participating Detroit inner-city elementary schools in which trainees worked were: Breitmeyer, Fairbanks, Herman, Jamieson, Palmer, Thirkell and Woodward.

Bernadine Denning
Urban Program in Education
School of Education
University of Michigan
Ann Arbor, Michigan 48104

University of Minnesota

A-"Perception: Some Topics and Problems" A Tape-filmstrip series in six sections.

This tape-filmstrip series is designed to acquaint undergraduate and beginning graduate students in education, psychology and related fields, with some major concepts and problems in perception. The six sections in the entire series include:

I. Introduction to Perception and Sensation

II. Measurement

III. Visual Perception

IV. Peceptual Learning

V. Sensory Interaction

VI. Perceptual and Perceptual-motor Training

A coordinated student study guide, unit tests and answer keys, and related materials for the instructor have been developed.

Susan T. Rydell
Minnesota Metropolitan State College
St. Paul, Minnesota

B-"Maximization of Communication Skills in Severely Retarded Children Through Early Education"

Part I: The presentation included a description of an early education research project for severely retarded infants. This experimental program, funded by USOE, Bureau of Education for the Handicapped, through the University of Minnesota's N, D & D Center, has been underway since 1968. The program's rationale, progress and outcomes were shown through a film, set of slides, and several transparencies.

Part II: Several questions of importance in planning educational services for severely retarded individuals were also discussed and data bearing directly on them was described. Some of these are:

1. Is early maternal tutoring of severely retarded infants a "good" idea in terms of its penetration and reinforcement value?
2. Are there methods of delivering early education services to retarded infants without either disrupting their family routines or necessitating their transport over great distances?
3. Are there alternative techniques for deciding the educational placement of a severely retarded child besides his IQ score, CA, etc.?

John Rynders
Department of Special Education
106 Pattee Hall
University of Minnesota
Minneapolis, Minnesota 55455

University of Missouri

"Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children"

The major goal of this Project has been the development of a performance-based prototype training model for the preparation of curriculum consultants capable of developing and improving instructional programs for exceptional children. The primary aspects of the Project involve: (1) The establishment of an empirical basis for the identification of competencies; and (2) The design of instructional modules as the principal mode of training.

The training program emphasizes non-categorical, generic skills requisite to providing leadership in instructional programming including curriculum development, instructional methodology, and materials evaluation. Twenty comprehensive instructional modules are currently nearing completion which emphasize particular trainee functions (e.g., evaluating, advising, training, developing) within the perspective of a relevant educational context (e.g., curriculum, instruction, materials and media, support systems).

The emphasis will not be on training supervisors or administrators, although administrative and supervisory skills may be among the competencies to be developed. Rather, the focus will be on the evaluation and developmental processes of curriculum design and the improvement of instruction. It is anticipated that these people will be employed by local or intermediate school districts and instructional materials centers.

Current status of project

1. The identification of competencies has been completed
2. Detailed specifications for most modules to be included in the training curriculum have been developed
3. Eight modules (each approximately equivalent to a three semester hour course) are nearing completion
4. Forty students are now enrolled in four different modules

Major implication for institutions of higher education in Massachusetts

1. The model employed in identifying the competencies, structuring the program, and developing modules is highly generalizable and can be applied in designing competency based programs for the preparation of personnel other than curriculum consultants.
2. A module includes (a) one Specifications Manual which details the content of the module in the form of behavioral objectives; (b) series of Trainee's Manuals containing activities and instructions; (c) an Instructor's Manual for each trainee's manual. The instructor's manuals include the evaluation criteria plus the activities; and (d) a set of Resource Files. These range from prepared media to files containing data or references.

This approach to the development of modules facilitates their use by other training programs.

All products of this Special Project including the Competency Identification Model, the Performance-Based Training Model, and the Instructional Modules are viewed as highly generalizable to other training programs preparing a wide variety of educational personnel at both the undergraduate and graduate level.

Rueben Altman
Edward L. Meyen
Department of Special Education
University of Missouri
515 South Sixth Street
Columbia, Missouri 65201
(314) 882-3741

University of New Mexico

"Documentation of an Experimental Competency Based Training Program for Resource Room and Itinerant Personnel"

Documentation of an experimental competency based training program for resource room and itinerant personnel covers the following phases:

Phase I	Survey of Exceptional Children Cultural Involvement
Phase II	Educational Diagnosis and Assessment
Phase III	Instructional Strategies
Phase IV	Educational Materials
Phase V	Program Prescription and Evaluation

James Everett
Bill Wilson
Gary Adamson
Pat Sanchez
V. Hill

EPDA Project
Department of Special Education
University of New Mexico
Albuquerque, New Mexico 87106
(505) 277-5018

University of Rhode Island

"Psycho-Educational Diagnostic and Treatment Center" (PEDATC)

The PEDATC model is a system for providing organized, unified support services.

The original PEDATC project arose to meet the demands of culturally different children who were not receiving adequate education in public schools. The PEDATC concept deals with training support system personnel to enable them to unify their inputs to provide more adequate services to individual children and teachers, and to school districts as a whole. The resolution of the

problems encountered while attempting to unify these inputs from multi-disciplinary programs became the history of the PEDATC project. Specifically, guidance counselors, reading teachers, speech and audiologists, school psychologists, and curriculum researchers were melted together within the model to provide for the most efficient utilization of their expertise. The model further allows for the inclusion of other inputs from medicine, education, and various aspects of community life. Also utilized are some of the best features of educational tools developed around the country. For example: adaptions from the behavior objectives of the EPIC model, Ogden Linsley's Precision Teaching, and a computer based diagnostic coding system developed at the University of Rhode Island to facilitate information retrieval and utilization.

Throughout the four years the model itself has evolved and project's goals have broadened. From the original target population of culturally different children and the training of specific support service personnel, the model has expanded. It now includes training of school staffs, services for a more inclusive child population, activities with parents, presentations to policy making groups, school committees, town councils, and other organizations which affect the educational environment.

The PEDATC model can provide an organized, unified support service to all people involved with education. The information and expertise of all support personnel can be focused for problem solving, policy development, and implementation. This model should be of interest to anyone concerned with the training and utilization of support personnel or the organization for delivery of their services. Our effort is to put support system personnel, and the expertise they can provide, in the mainstream of education rather than on the periphery

William Vosburgh
Richard Winnick
Roosevelt Hall
University of Rhode Island
Kingston, Rhode Island 02881
(401) 792-2193

University of Vermont

"Consulting Teacher Program"

The Consulting Teacher Program was developed, and is being implemented, as a cooperative venture of the Vermont Department of Education, local school districts, and the University of Vermont, Special Education Program, with support from USOE, Bureau of Education for the Handicapped and Bureau of Education Personnel Development. The Consulting Teacher Program provides services to children traditionally labelled as learning disabled, mentally retarded and emotionally disturbed within regular classrooms in the areas of language, arithmetic and social interaction through consultation and training of regular classroom teachers, school administrators and the parents of referred children.

The following are possible topics for presentation at a training conference:

a. Behavioral model for providing special education services within regular classrooms
b. Data demonstrating the effectiveness of the model
c. Consulting teacher training procedures
d. In-service classroom teacher training procedures
e. Consulting procedures
f. Measurement and evaluation of classroom teaching/learning procedures
g. Developing minimum objectives for all children: A new way of defining eligibility and evaluating special education services
h. Establishing a consulting teacher program in a school district

Wayne Fox
Carol Burdett
Lu Christie

Special Education Program
University of Vermont
2 Colchester Avenue
Burlington, Vermont 05401
(802) 656-2936

University of Wisconsin

"The University of Wisconsin-Madison Public Schools training, service, and program development project for severely handicapped children"

Perhaps the two most salient characteristics of this teacher preparation program concerned with handicapped students are the intensive and reciprocal involvement with the Madison Public Schools and other local agencies offering services to handicapped students and the empirical (i.e., direct measurment and behavioristic task analysis) orientation of the University trainers involved.

The presentation included:

a. Structure, assumptions and practical operations of a teacher training model for severely handicapped students currently in operation at the University of Wisconsin-Madison Public Schools.
b. Information pertaining to the role of public schools in pre and inservice training, public school-university relationships and the necessities for and practicalities of approximating the development of competency based instructional programs.
c. Examples of instructional programs that have been effectively implemented in a public school program for severely handicapped students.

Lou Brown

Department of Studies in
Behavioral Disabilities
University of Wisconsin
415 W. Gilman Street
Madison, Wisconsin 53706

Utah State University

A-"Identifying Needs and Designing Educational Strategies Through Staffing"

Evidence supports the hypothesis that greater success in reaching educational goals is achieved by people who share observations in the process of making plans for achieving goals. On the other hand, teacher education programs appear to have been more successful in preparing personnel for roles of rugged individualism.

The purpose of this presentation is to provide structure in which participants may experience what it is like to be an integral part of a staffing process. It provides a format by which information can be gathered, objectives specified, plans developed, and responsibility assigned for the implementation of an educational program.

The media involved includes (1) a short slide-tape presentation of project philosophy followed by (2) a fifteen minute video tape recording of information collected by school staff through an in-depth case study of the characteristics of a child. Participants, divided into small groups, are instructed to use a "strategy sheet" (which is provided) to formulate an educational plan for that child.

The presentation has been used most frequently for instruction to university undergraduates and graduate students in regular and special education. It also has been used for conferences with university staff, state department staff, and members of professional associations.

B-"Using the Team-based Internship to Train Teachers of the Handicapped in Typical Classes"

A team comprised of a master teacher, an experienced teacher, a student teacher, and a paraprofessional aide learn together with variant types of children in the classrooms at the university laboratory school. Resource personnel from the university departments of elementary education, psychology, and special education are to be used extensively in curriculum which is process oriented. Parents and other resources in the community are drawn upon as integral part of learning environment for all who are involved.

After eighteen weeks of training at the laboratory school stipend recipients are to be placed in home environments and are replaced at the laboratory school. Master teachers and project staff are to make follow through visits to the rural and urban areas where trainees are placed to provide assistance and to evaluate training offered at the laboratory school.

Institutional impact is achieved in the form of changes in teacher certification course requirements, content revision of existing courses, greater involvement of prospective teachers in concrete experiences, and the involvement of community parents and other resources to better meet the needs of variant children in regular classrooms.

Jean Pugmire
Phyllis Publicover
Arthur Jackson
Bruce Arneklev

Edith Bowen Teacher Training Laboratory School
Utah State University
Logan, Utah 84321
(801) 752-4100 X7416

Vermont State Department of Education

"Diversified Occupations - Vermont's Secondary Program for Educable Mentally Retarded Youth"

Vermont is innovating a state-wide secondary level diversified occupations program which provides educable mentally handicapped pupils a continuum of life-relevant academic, social and occupational experiences in preparation for entry into the world of work. A lack of adequately prepared first-line and support professional personnel within Vermont and the nation has necessitated the implementation of a professional development program to train the diversified occupations team members through in-service workshops, summer institutes, undergraduate and graduate courses and on-site coaching conducted by the University of Vermont, Vocational Education and Technology Department faculty, and State Department of Education consultants. Essential professional competencies are identified and then translated into the University and the site locations of Vermont's 15 area vocational centers. Evaluation of the training programs is determined by assessing the percentage of the total competencies checklist a participant performs at the end of the training programs. Findings of current research are continuously implemented into the program. Learning activities packages are developed, reproduced, and disseminated through the program. Initial funding for the project comes from the USOE, Bureau of the Handicapped and the Departments of Vocational Education, Special Educational and Pupil Personnel Services, Vermont Department of Education. The identification and refinement of professional competencies, the development of life-relevant learning activities packages, the institution of the professionals team concept, and the state-wide uniformity of the program will be of interest to all administrators and instructors of secondary level special education programs.

William Halloran
Marc Hull

State Office Building
State Street
Vermont State Department of Education
Montpelier, Vermont 05602
(802) 823-3141

New England Special Education Instructional Materials Center is currently attempting to develop a collection of materials from these programs. For further information contact Ms. Cynthia Gilles.